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ABSTRACT

An evaluation study is being conducted to determine the impact of the Washington state legislature's 3-year investment of $2.55 million to enable schools to plan and implement a school-to-work transition program (STW). The key components of the evaluation consist of a written survey of the 33 STW coordinators in the state and case study site visits to 10 communities throughout the state that are engaged in STW. Survey results indicate the following: (1) a total of 45,718 junior and senior high school students are involved in STW activities as a result of state funding, the largest number of students involved in career exploration and in listening to guest speakers; (2) progress is being made in implementing the six core elements of STW as a result of state funding; (3) business and industry are active partners and are involved in providing speakers for career days, participating in curriculum development, and assisting in defining program outcomes; (4) STW funds are being used most frequently for staff development, purchase of equipment and materials, curriculum development, and general administration of the projects; and (5) the findings from this survey provide a baseline for measuring growth in future years. (A list of evaluation advisory team members and the survey instrument are appended.) (KC)

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The Northwest Regional Educational Laboratory

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WASHINGTON SCHOOL-TO-WORK EVALUATION REPORT VOLUME I

January 15, 1995

Northwest Regional Educational Laboratory
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CE 073 228

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WASHINGTON SCHOOL-TO-WORK
INTERIM REPORT

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Submitted by

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January 15, 1995

EXECUTIVE SUMMARY

This interim report provides a brief description of the Washington state School-to-Work Transition Program, the plan for external evaluation being conducted by the Northwest Regional Educational Laboratory (NWREL), the written implementation survey that was completed by all STW coordinators, and the survey findings.

1. School-to-Work

For the 1994-95 school year, the Washington state legislature appropriated $200,000 (HB 1820) to support secondary schools which have begun to implement school-to-work transition programs. These STW programs must respond to student needs and provide multiple, educational pathway options for secondary students. Pathways should prepare students to demonstrate both core competencies common for all students and competencies in a career or interest area, integrate academic and vocational education into a single curriculum, provide both classroom and workplace experience, and enable students to explore traditional and nontraditional career opportunities.

Over the past three years the Washington legislature has invested $2.55 million to enable schools to plan and implement STW. The legislature is now interested in determining how the funds have been used and their impacts. As a result, the Office of the Superintendent of Public Instruction arranged through the State Board for Community and Technical Colleges to contract with NWREL to conduct the STW evaluation.

2. NWREL Evaluation

The evaluation is intended to: 1) aid in the understanding and operation of projects funded by the Washington Superintendent of Public Instruction, 2) document the impact of the projects on students, and 3) provide useful information to the legislature and policy makers regarding continued funding of school-to-work efforts. This evaluation will provide baseline data from which to measure future progress in STW as well as input to guide policy makers and program administrators. The key components of the evaluation consist of a written survey of the STW coordinators and case study site visits to ten communities throughout the state that are engaged in STW.

To assist in managing the evaluation, a Washington Evaluation Advisory Team was formed. It was composed of secondary and postsecondary educators and representatives of business, industry, labor, the legislature and government. This team met to review the draft evaluation design and will be asked to review draft reports and recommendations.

3. Implementation Survey

A written STW implementation survey was developed by NWREL and completed by each of the 33 STW coordinators throughout Washington. The 33 reporting units are usually school districts; although some, like the Columbia River School-to-Work Consortium, include several school districts.We felt pleased with the 100 percent response rate and appreciated the cooperation of these coordinators. The 100 percent response rate reflects the value coordinators see in the meaningful collection of program information. The first part of the survey consisted of ratings of the stage of implementation of each site on key elements of the essential components of Washington's STW program. These components, as identified by the state, are: 1) integration of vocational and academic learning, 2) multiple flexible education pathways, 3) vocational, personal, and academic guidance and counseling, 4) student essential learning requirements, methods of accurately measuring student performance, and goals for improved student learning, 5) partnerships with local employers, labor unions, and other community organizations, and 6) active participation of educators. Part II of the survey identified 27 specific STW activities, for which coordinators determined the number of schools, students, community organizations, and community members were involved with each. It also identified the types of assistance given by employers and provided for an estimate of the percent of STW funds spent in various areas. Washington may now be the first state in the United States to have figures on the number of students actually involved in specific STW activities.

The survey results indicate STW coordinators noted significant progress in the stages of implementation before and after state STW funding on each of these six dimensions. For example, prior to the STW funding, only 33 percent of the coordinators reported their consortia as having started integrating vocational and academic learning; whereas, after STW funding, 88 percent reported implementation in this area. Table 1 shows the percentage of sites reporting implementation before and after state STW funding.

Table 1
Percentage of Sites Reporting Implementation of Key STW Elements

STW Element	Before STW Funding	After STW Funding
Integration of academic and vocational learning	33	88
Educational pathways	12	66
Guidance and counseling	60	94
Essential learning and assessment	25	61
Business/labor/community participation	30	85
Active participation of educators	12	78

The percentage of sites involved in various STW activities varies widely by the type of activity. Some STW activities such as guest speakers and career explorations are being used in 97 percent of the consortia, while apprenticeship programs were found in only four percent of the sites. Based on this survey, we now know the actual number of schools, students, employers, and organizations involved in various STW activities. For example, the state has at least 28,554 students from 111 schools involved in career explorations. There are at least 582 businesses and 1,369 employers active in these explorations.

Across the state, STW coordinators reported a total of 45,718 students at the 7th through 12th grade levels as participating in STW. This represents 51 percent of the students in these grades. The percent of students participating at the 11th grade is significantly lower than at the other grade levels. Part of this is due to the fact that some STW elements such as career pathways have started in grades 9 or 10 and have not yet expanded up to the higher grade levels while seniors continue to participate in senior projects and experiences to prepare them for after graduation.

Businesses are reported to be most active in offering career explorations and assisting in curriculum development (reported by 88 percent of the consortia) and less active in releasing employees to teach classes in schools (33 percent). The five primary uses schools are making of STW funds (in order of use) are: staff development, purchasing equipment or materials, curriculum development, general administration of projects, and providing release time for teachers to plan and work together.

Based on data from this survey of STW coordinators, the following summary statements can be made:

1. A total of 45,718 junior and senior high school students in Washington are reported to be involved in STW activities as a result of the state funding. The largest number of students are involved in career exploration and in listening to guest speakers.
2. Progress is being made in implementing the core elements of STW as a result of state funding. For all six core elements, such as integration of academic and vocational learning, there is significant increase in implementation reported by the STW site coordinators.
3. Business and industry are active partners and are frequently involved in providing speakers for career days, participating in curriculum development, and assisting in defining program outcomes.
4. STW funds are being used most frequently for staff development, purchase of equipment and materials, curriculum development, and general administration of the projects. Additional funds are being obtained from Tech Prep and from other district and state sources.
5. The findings from this survey present an excellent baseline for measuring growth in future years. The next interim report will contain findings from the 10 case study site visits. Both sets of data will be synthesized in the final report and policy recommendations will be presented.

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WASHINGTON SCHOOL-TO-WORK
INTERIM REPORT

Introduction

This interim report provides a brief description of the Washington state School-to-Work Transition Program, the plan for external evaluation being conducted by the Northwest Regional Educational Laboratory (NWREL), the written implementation survey that was completed by all STW coordinators, and the survey findings. A second interim report will be prepared in March 1995 that focuses on the 10 case studies being conducted in various sections of the state. The final report will synthesize data from both earlier reports and present a set of policy recommendations.

1. School-to-Work

For the 1994-95 school year, the Washington state legislature appropriated $200,000 (HB 1820) to support secondary schools which have begun to implement school-to-work transition programs. These STW programs must respond to student needs and provide multiple, educational pathway options for secondary students. Options should prepare students to demonstrate both core competencies common for all students and competencies in a career or interest area, integrate academic and vocational education into a single curriculum, provide both classroom and workplace experience, and enable students to explore traditional and nontraditional career opportunities.

Over the past three years the Washington legislature has invested a total $2.55 million to enable schools to plan and implement STW. The legislature is now interested in determining how the funds have been used and their impact. As a result, the Office of the Superintendent of Public Instruction has arranged through the State Board for Community and Technical Colleges to contract with NWREL to conduct the STW evaluation.

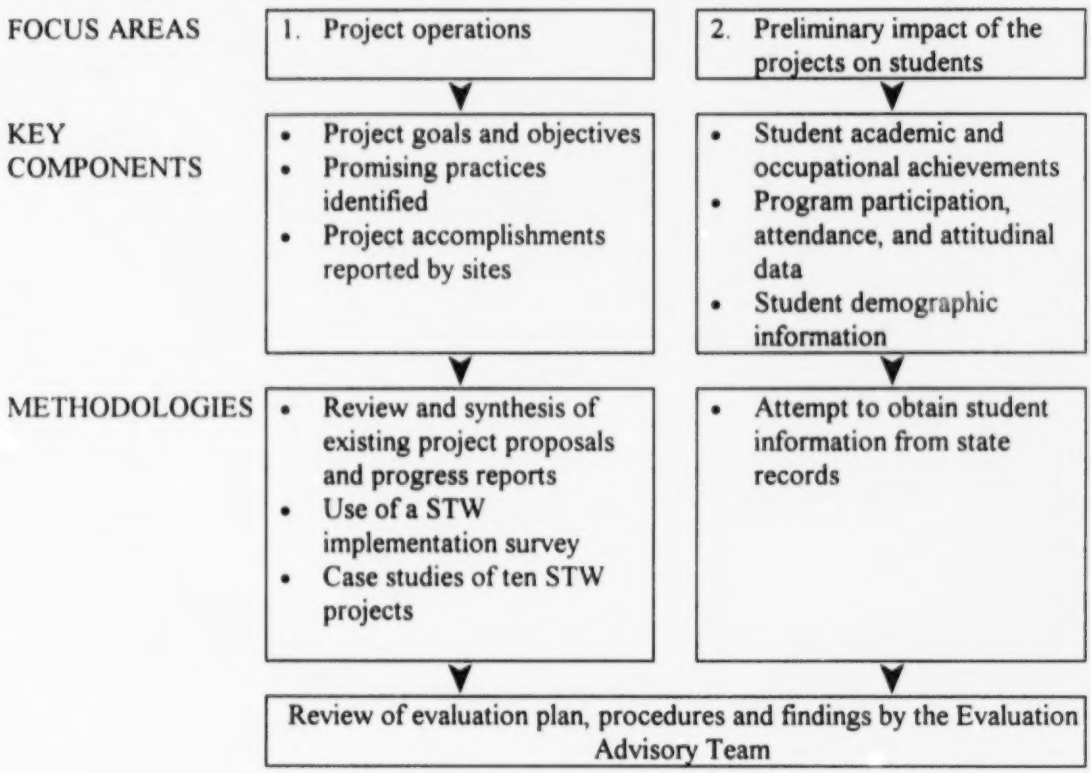
2. NWREL Evaluation

The evaluation is intended to: 1) aid in the understanding and operation of projects funded by the Washington Superintendent of Public Instruction 2) document the impact of the projects on students, and 3) provide useful information to the legislature and policy makers regarding continued funding of School-to-Work efforts. The key components of the evaluation consist of a written survey of the STW coordinators and case study site visits to 10 communities throughout the state that are engaged in STW.

To assist in managing the evaluation, a Washington Evaluation Advisory Team was used. It was composed of secondary and postsecondary educators and representatives of business, industry, labor and government. This team met to review the draft evaluation design and will be asked to review draft reports and recommendations.

The overall evaluation framework is depicted in Figure 1 which shows the focus areas, key components of each area, and the major methodologies proposed.

Figure 1
Overall Evaluation Framework


FOCUS AREAS
1. Project operations
2. Preliminary impact of the projects on students
KEY COMPONENTS
• Project goals and objectives
• Promising practices identified
• Project accomplishments reported by sites
• Student academic and occupational achievements
• Program participation, attendance, and attitudinal data
• Student demographic information
METHODOLOGIES
• Review and synthesis of existing project proposals and progress reports
• Use of a STW implementation survey
• Case studies of ten STW projects
• Attempt to obtain student information from state records
Review of evaluation plan, procedures and findings by the Evaluation Advisory Team

Key Evaluation Questions and Data Collection Strategies

A set of evaluation questions listed below has been developed based on the evaluation purposes and design. Next to each are one or more proposed data collection strategies.

Table 2
Key Evaluation Questions and Data Collection Strategies

Questions	Data Collection Strategies
To what extent are STW projects meeting the required elements?	Analysis of proposals and project progress reports; implementation survey
How are sites using the STW funds provided by the state?	Survey
What are examples of effective STW practices in Washington?	Survey and case studies
What is the preliminary impact on students of STW projects that have operated for at least two years?	Case study site data collection; interviews with case study students; statewide data available on 20 selected high schools
How effective is STW in collaborating with Tech Prep and other educational reform efforts in Washington?	Survey and interviews at the ten case study sites
In what ways are business, industry, and labor participating in STW projects?	Survey and interviews at the ten case study sites
What are the perceived strengths and weaknesses in STW?	Survey and interviews at the ten case study sites
What changes, if any, in legislation or program policy are recommended by STW sites?	Survey and interviews at the ten case study sites

As was previously mentioned, we will be doing: a review and synthesis of existing STW proposals and progress reports, a survey of each STW project's implementation, site visits to ten of the local STW projects, and collection of student data from state records for 20 STW high schools. The ten case study sites will be those who received initial STW funds from the first year and have been planning and implementing for approximately three years. The 20 high schools for student data will be those from the ten case study sites plus some of those who were in the second round of state STW funding.

3. Implementation Survey

A written STW implementation survey was developed by NWREL and completed by each of the 33 STW coordinators throughout Washington. The 33 reporting units are usually school districts although some, like the Columbia River School-to-Work Consortium, include several school districts. We felt pleased with the 100 percent response rate and appreciated the cooperation of these coordinators. The 100 percent response rate reflects the value coordinators seen in meaningful collection of program information as well as our persistence in following up missing sites with telephone calls. The first part of the survey consisted of ratings of the stage of implementation of each site on key elements of the essential components of Washington's STW program. These components, as defined in

the Request for Proposals sent to the schools are: 1) integration of vocational and academic learning, 2) multiple flexible education pathways, 3) vocational, personal, and academic guidance and counseling, 4) student essential learning requirements, methods of accurately measuring student performance, and goals for improved student learning, 5) partnerships with local employers, labor unions, and other community organizations, and 6) active participation of educators. Part II of the survey identified 27 specific STW activities and asked coordinators to determine for each the number of schools, students, community organizations, and community members involved. It also identified the types of assistance given by employers and provided for an estimate of the percent of STW funds spent in various areas.

In their reaction to the first draft of the STW implementation survey, the Evaluation Advisory Team suggested that we add questions that would allow a comparison of where the districts are now in implementing STW activities compared with their status prior to receiving state STW funding. Based on the team's advice we added two questions to each section that were designed to gather such information. A list of members of the Evaluation Advisory Team is located in Appendix A. Appendix B contains a tabulation of the entire survey. Here we will present some tables that highlight the changes seen by the STW coordinators in each of the six core elements of Washington's STW effort.

Tables 3 to 8 show the percent of reporting units, referred to hereafter as consortia, that identified their consortia as being at one of five levels along a continuum of implementation ranging from not having considered an activity to institutionalization (where the activity is fully developed with active participation of all relevant partners). The individual indicators were statements such as "Interdisciplinary teams are involved in developing joint lesson plans." The fact that very few consortia rated themselves at a 5 level (institutionalized) on any of the indicators suggests they were being realistic rather than trying to inflate their status. The code below Table 3 indicates the wording of the five point scale.

A one way analysis of variance was run on the differences between the ratings before and after receiving STW funding. The last column in each table indicates the significance level of the difference between the ratings before and after funding. In each case, the differences were statistically significant at the .001 level which means that there is less than 1 chance out of a thousand that the differences would have occurred by chance. In many cases the shift occurred from a consortium having not even considered the area or merely planning it, to an early implementation or functional level. Vocational, personal, and academic guidance and counseling are areas most developed. This is significant since the success of STW is unlikely to happen without proper guidance and counseling. The area perceived to be the weakest is student assessment.

Table 3
Stages of Implementation Before and After Receiving Funds for STW in Regard to Integration of Vocational and Academic Learning
(N=33 Consortia)

	1 Not Yet Considered	2 Planning Stage	3 Early Implementation	4 Functional	5 Institutionalized	Mean	Significance
Before	12	55	21	9	3	2.36	.001
After	3	9	70	15	3	3.06	

Planning=committees now working on it
Early Implementation=being pilot tested
Functional=widely applied by still under development and/or missing participation of relevant partners
Institutionalized=fully developed with active participation of all relevant partners

Table 4
Stages of Implementation Before and After Receiving Funds for STW in Regard to Developing Educational Pathways
(N=33 Consortia)

	1 Not Yet Considered	2 Planning Stage	3 Early Implementation	4 Functional	5 Institutionalized	Mean	Significance
Before	33	55	9	3	0	1.82	.001
After	0	33	33	24	9	3.09	

Table 5
Stages of Implementation Before and After Receiving Funds for STW in Regard to Providing Vocational, Personal, and Academic Guidance and Counseling
(N=33 Consortia)

	1 Not Yet Considered	2 Planning Stage	3 Early Implementation	4 Functional	5 Institutionalized	Mean	Significance
Before	0	39	24	30	6	3.03	.001
After	0	6	27	49	18	3.79	

Table 6
Stages of Implementation Before and After Receiving Funds for STW in Regard to Identifying and Assessing Student Performance on Essential Learning Requirements (N=33 Consortia)

	1 Not Yet Considered	2 Planning Stage	3 Early Implementation	4 Functional	5 Institu-tionalized	Mean	Significance
Before	19	56	25	0	0	2.06	.001
After	6	33	52	9	0	2.64	

Table 7
Stages of Implementation Before and After Receiving Funds for STW in Regard to Forming Active Partnerships with Employers, Unions, and Other Community Organizations (N=33 Consortia)

	1 Not Yet Considered	2 Planning Stage	3 Early Implementation	4 Functional	5 Institu-tionalized	Mean	Significance
Before	18	52	21	6	3	2.24	.001
After	0	15	67	15	3	3.06	

Table 8
Stages of Implementation Before and After Receiving Funds for STW in Regard to Having Educators Participate Actively in STW Activities (N=33 Consortia)

	1 Not Yet Considered	2 Planning Stage	3 Early Implementation	4 Functional	5 Institu-tionalized	Mean	Significance
Before	30	58	9	0	3	1.88	.001
After	0	22	59	16	3	3.00	

The survey results indicate that STW coordinators noted significant progress in the stages of implementation before and after state STW funding on each of these six dimensions. For example, prior to the STW funding only 33 percent of the coordinators reported their consortia as having started the integration of vocational and academic learning; whereas, after STW funding 88 percent reported implementation in this area.

Across all the indicators, there are only three in which a quarter or more of the STW coordinators feel the practice is fully institutionalized. These areas are: students learning about college entrance requirements, postsecondary scholarships, and having all students assessed for career interests. The only indicator in which a quarter or more of the

coordinators felt the activity had not yet begun to be planned was: "at least a quarter of all secondary educators have recent business/industry experience through paid work or educator internships."

Some STW activities such as use of guest speakers and career explorations are being used in 97 percent of the consortia, while apprenticeship programs were found in only four percent of the sites. Based on this survey, we now know the actual number of schools, students, employers, and organizations involved in various STW activities. For example, the state has at least 28,554 students from 111 schools involved in career explorations. There are at least 582 businesses and 1,369 employers active in these explorations.

Across the state, STW coordinators reported a total of 45,718 students at the 7th through 12th grade levels as participating in STW. This represents 53 percent of the students in these grades.

Business and labor are reported to be most active in career explorations and job shadowing and less active in releasing employees to teach classes in schools and in apprenticeships. Table 9 shows the percentage of consortia indicating various types of involvement of business/industry, trade associations, labor, or other community groups.

Table 9
Participation by Community Groups

Activity	Percent of Consortia
Participating in career explorations	97
Job shadowing	91
Providing speakers for career days	88
Participating in curriculum development	88
Assistance in defining program outcomes	82
Providing awards or scholarships for students	82
Assistance in promoting or marketing STW	73
Supporting staff development for educators	73
Providing equipment or materials	73
Mentorships	67
Internships	59
Helping identify occupational clusters	52
Providing space for classes or other activities	49
Providing awards or scholarships for teachers	36
Releasing employees to teach classes in schools	33
Apprenticeships	4

Schools are using the STW funds in a number of ways to support STW goals. The five primary uses schools are making of STW funds (in order of use) are: for staff development, to purchase equipment or materials, curriculum development, general

administration of projects, and providing release time for teachers to plan and work together.

We also asked STW coordinators to identify other sources of funds being used to support STW activities. The most frequently mentioned sources were: Tech Prep (14 consortia), district funds (8), and other state funds (5).

Summary

Based on data from this survey of STW coordinators, the following summary statements can be drawn:

1. A total of 45,718 junior and senior high school students in Washington are reported to be involved in STW as a result of the state funding. The largest number of students are involved in career exploration and in listening to guest speakers.
2. Significant progress is being made in implementing the core elements of STW as a result of the state STW funding. For all six core elements, such as integration of academic and vocational learning, there is significant increase in implementation reported by the STW site coordinators.
3. Business and industry are active partners and are frequently involved in providing speakers for career days, participating in curriculum development, and assisting in defining program outcomes.
4. STW funds are being used most frequently for staff development, purchase of equipment and materials, curriculum development, and general administration of projects. Additional funds are being obtained from Tech Prep and from other district and state sources.

APPENDIX A
EVALUATION ADVISORY TEAM MEMBERS

Mike Appleby	Tacoma School District
Marilyn Ash	Bethel Public Schools
Chuck Bailey	Washington Labor Council
Mike Bjur	Evergreen School District
Tom Dooley	Association of Washington Business
Randy Dorn	House of Representatives
Mike Henderson	House of Representatives Staff
Mike Hickman	Elma School District
Tom Lopp	Office of Superintendent of Public Instruction
Gil Mendoza	Tacoma School District
Ron Munkres	Sumner School District
Mike Pearson	Central Valley School District
Kathy Proctor	Grand Coulee Dam School District
Cheryl Regnier	Central Valley School District
Joyce L. Stubbs	Davenport School District

APPENDIX B
TABULATION OF THE WASHINGTON STATE SCHOOL-TO-WORK TRANSITION SURVEYS

This School-to-Work (STW) Transition Survey is intended to provide state policy makers with an understanding of how STW programs in Washington are operating and potential needs for future funding. Please take a few minutes to look through the entire survey in order to determine who are the most appropriate persons to complete all or parts of it. In some cases, we anticipate that the completion of the survey will require a team effort.

This survey consists of two major parts:

Part I contains a set of indicators related to six core elements of STW such as integration of vocational and academic learning. For each indicator you are asked to complete a five point scale identifying your stage of planning or implementation relative to that indicator. Then for each core element as a whole, you are asked to identify the stage where your district was just before receiving its state STW funds and the current stage of your school district. While various schools within your district may be at different stages of implementation, we ask you to give us your best estimate for the district as a whole.

Part II of this survey is designed to collect data on the number of students involved in STW, specific STW activities, and assistance and funding that each school district has received from various sources.

Please return to:

Tom Owens
Education and Work Program
Northwest Regional Educational Laboratory
101 S.W. Main St., Suite 500
Portland, OR 97204

Washington State School-to-Work Transition Survey

N=33 Reporting Units*

Your Name _____ Today's Date _____

Title _____ Phone_____

School District _____

PART I

Check one of the following five stages of planning or implementation which best describes your project's current status for each indicator listed. Since these data will hopefully be gathered over a period of years, it's OK if you're just getting started in a particular area. This evaluation will be a "snapshot in time" and gradual progress in future months should be expected.

① *Not Yet Considered*	we're going to get to it
② *Planning*	committees now working on it
③ *Early Implementation*	still being pilot tested
④ *Functional*	widely applied, but still under development and/or missing participation of relevant partners
⑤ *Institutionalized*	fully developed with active participation of all relevant program partners

1. Integration of Vocational and Academic Learning

	1	2	3	4	5	
A	6	24	49	21	0	Interdisciplinary teams are involved in developing joint lesson plans.
B	21	30	33	12	3	Collaborative planning time each month is provided for interdisciplinary teams.
C	3	15	52	27	3	Project-based learning opportunities integrating technical and academic learning are provided for students.
D	9	27	33	27	3	Academic courses utilize and reinforce technical and vocational skills.

* These units are usually school districts although some like the Vancouver-area Columbia River School-to-Work Consortium include several districts.

1= Not Yet Considered, 2= Planning, 3= Early Implementation, 4= Functional, 5= Institutionalized

	1	2	3	4	5	
E	0	6	27	49	18	Vocational/technical courses utilize and reinforce academic competencies.
F	3	24	39	27	6	Courses reflect community expectations of what students should know and be able to do in the workplace and/or post-secondary institutions.
G	18	46	27	9	0	Assessments of student performance reflect academic and vocational/technical integration.
H	12	55	21	9	3	Before receiving funds for STW, at what stage of implementation was your district in integration of vocational and academic learning?
I	3	9	70	15	3	At the present time, at what stage of implementation is your school district in integration of vocational and academic learning?

2. Multiple Flexible Educational Pathways Based on the Student's Career or Interest Area

	1	2	3	4	5	
A	0	21	36	33	9	Students have the opportunity to explore different careers as they work through the project.
B	0	21	37	21	21	All students choose a career path based on their interest.
C	3	30	24	39	3	Students are able to select from an adequate number of courses relevant to their career paths.
D	0	36	18	30	15	Core curriculum and suggested electives related to students' career paths give them a clear idea of their graduation requirements and where they can go next.
E	3	30	21	30	15	Students can change pathways with little or no difficulty.
F	33	55	9	3	0	Before receiving funds for STW, at what stage of implementation was your district in developing educational pathways?
G	0	33	33	24	9	At the present time, at what stage of implementation is your school district in using educational pathways to help students plan their high school program?

1= Not Yet Considered, 2= Planning, 3= Early Implementation, 4= Functional, 5= Institutionalized

3. Vocational, Personal, and Academic Guidance and Counseling

	1	2	3	4	5	
A	0	18	21	30	30	All students involved in the project are assessed on career interests.
B	0	9	27	46	18	Students are assisted with appropriate personal choices in their lives.
C	0	27	18	39	15	Students are able to receive adequate assistance in selecting courses related to their career paths.
D	0	3	0	46	52	Students learn about scholarships and financial aid available for postsecondary schools.
E	3	12	33	39	12	Counselors receive training in career and educational counseling for students not planning to enter a four-year college program.
F	0	6	15	58	21	Students learn about associate degree entry requirements.
G	0	3	3	46	49	Students learn about four-year college or university entrance procedures and requirements.
H	3	9	6	64	18	Students learn about military, technical school, and apprenticeship entrance procedures and requirements.
I	0	15	36	46	3	Students learn about entry level, skilled, and professional occupations and the education and experiences necessary to achieve specific careers.
J	3	33	27	21	15	Students receive help in job placement.
K	0	39	24	30	6	Before receiving funds for STW, at what stage of implementation was your district in providing vocational, personal, and academic guidance and counseling?
L	0	6	27	49	18	At the present time, at what stage of implementation is your school district in providing vocational, personal, and academic guidance and counseling?

1= Not Yet Considered, 2= Planning, 3= Early Implementation, 4= Functional, 5= Institutionalized

4. Student Essential Learning Requirements, Methods of Accurately Measuring Student Performance, and Goals for Improved Student Learning

	1	2	3	4	5	
A	6	36	24	27	6	Project goals and objectives for improved student learning can be traced easily to the four state goals enacted in HB1209 and to Goals 2000.
B	12	33	18	33	3	There is a deliberate plan to tie Essential Learning Outcomes to STW activities.
C	6	15	30	39	9	There is a deliberate plan to tie STW activities to the Learning Improvement Grants (SLIGs)
D	6	33	46	15	0	The project has clear performance standards for required courses and students are expected to meet these standards.
E	0	36	61	3	0	Student assessment emphasizes performance using both traditional (such as standardized tests) and non-traditional measures.
F	9	30	36	21	3	Each student has an individual transition plan.
G	6	21	12	46	13	A project mission statement has been written.
H	19	56	25	0	0	Before receiving funds for STW, at what stage of implementation was your district in identifying and assessing student performance on essential learning requirements?
I	6	33	52	9	0	At the present time, at what stage of implementation is your school district in identifying and assessing student performance on essential learning requirements?

5. Partnerships with Local Employers, Labor Unions, and Other Community Organizations

	1	2	3	4	5	
A	0	27	42	24	6	Employers, labor union representatives, community members, and personnel jointly design learning outcomes.
B	3	15	46	18	18	Employers, labor representatives, community members, and school personnel jointly participate in curriculum development and approval.

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	1	2	3	4	5	
C	12	46	36	6	0	Employers, labor representatives, community members, and school personnel decide which partners will have primary responsibility for instruction and reinforcement of particular skills.
D	6	39	49	3	3	Employers, labor representatives, community members, and school personnel jointly design and implement worksite programs for students.
E	3	21	39	21	12	Student learning and training plans are monitored jointly by teachers and workplace instructors.
F	15	33	49	3	0	School-based coursework explicitly incorporates students' reflections from work experiences.
G	9	24	58	9	0	Work-based activity explicitly reinforces academic and technical lessons.
H	3	42	52	3	0	Employers, labor representatives, private and public community service providers, parents, and other community members are provided STW orientation and training.
I	18	52	21	6	3	Before receiving funds for STW, at what stage of implementation was your district in forming active partnerships with employers, unions, and other community organizations?
J	0	15	67	15	3	At the present time, at what stage of implementation is your school district in forming active partnerships with employers, unions, and other community organizations?

6. Active Participation of Educators

	1	2	3	4	5	
A	3	21	42	30	3	All staff participate in the planning, implementation, and operation of the STW project (including appropriate non-certified staff).
B	0	12	24	58	6	Teachers and counselors are provided with professional development and inservice training on the school-to-work transition project.
C	6	46	39	3	6	Academic teachers spend time exploring worksite opportunities.

1= Not Yet Considered, 2= Planning, 3= Early Implementation, 4= Functional, 5= Institutionalized

	1	2	3	4	5	
D	46	42	6	3	3	At least a quarter of all secondary educators have recent business/industry experience through paid work or educator internships.
E	30	58	9	0	3	Before receiving funds for STW, at what stage of implementation was your district in having educators participate actively in STW activities?
F	0	22	59	16	3	At the present time, at what stage of implementation is your school district in having educators participate actively in STW activities?

PART II

7. **Listed below are a number of student activities being used by some schools in their school-to-work transition projects. Please identify which activities have been used in the past 12 months in your school district. Also estimate the number of schools, students, organizations (companies, unions, etc.) and community members (employers, union members, agency representatives, etc.) involved. Please feel free to add similar activities that are not included in the list.**

STW Activity	Percent of Consortia Reporting	Number of Consortia	Number of Schools	Number of Students	Number of Organi-zations	Number of Community Members
1) Guest speakers	97	26	148	27,122	582	1,369
2) Career exploration	97	29	111	28,554	465	832
3) Career fairs	71	19	55	13,935	561	409
4) Career guidance	88	22	70	37,177	212	145
5) Career portfolio	84	23	64	20,780	10	85
6) Career path development for each student	82	23	50	19,432	37	46
7) Certification of student competencies established by employers	39	11	20	12,365	244	342
8) Cooperative education	79	21	53	3,360	708	702
9) Student field trips to businesses	97	24	161	8,115	441	471

STW Activity	Percent of Consortia Reporting	Number of Consortia	Number of Schools	Number of Students	Number of Organi-zations	Number of Community Members
10) Internships	59	14	29	10,301	253	116
11) Job placement services	66	16	38	4,083	486	883
12) Job shadowing	91	25	55	17,185	441	682
13) Mentorships	67	15	47	1,917	291	367
14) Non-paid work experience	78	18	35	551	282	296
15) Occupational skills training specific to an employer site	63	15	25	473	295	264
16) Running Start	90	22	41	696	91	93
17) School-based enterprises	62	15	29	1,121	79	27
18) Senior projects	48	12	18	2,231	366	1,170
19) Service learning activities	69	17	41	3,126	172	1,103
20) Summer youth employment program	71	17	45	10,589	131	50
21) Tech Prep	81	22	46	3,820	83	477
22) Transition plan for each student	59	15	30	15,799	-	-
23) Tutoring programs	72	16	78	3,535	53	155
24) Non-traditional job fair	39	12	21	17,355	131	315
25) Women in trades fair	35	10	19	1,834	107	-
26) Vocational student organizations	93	23	57	3,902	132	358
27) Apprenticeship programs	4	2	3	1,099	89	0

8. **Approximately, how many students are involved in one or more aspects of the School-to-Work Transition (STW) Project and what are the total number of students in the district for each of these grade levels?**

Grade Level	Number of Students Involved in STW	Total Number of Students Enrolled
7th	**5,171**	**16,859**
8th	**9,419**	**17,427**
9th	**9,516**	**16,310**
10th	**9,064**	**14,923**
11th	**5,533***	**12,058**
12th	**7,015**	**12,349**
Total	**45,718**	**89,926**

9. **Please indicate other types of assistance your district has received in the past 12 months from business/industry, trade associations, labor, or other community groups.** ***Check all that apply.***

Percent of Sites

88 Participating in curriculum development—e.g., determining competencies required for occupations, listing tasks and objectives, and creating lab or other contextual learning activities

82 Assistance in defining program outcomes

52 Assistance in identifying/redefining occupational clusters/areas

73 Assistance in promoting or marketing Tech Prep

73 Supporting staff development activities for counselors and instructors through workplace visits and discussions

33 Releasing employees to teach classes in schools

88 Providing speakers for career education days

82 Providing awards or scholarships for students

36 Providing awards or scholarships for teachers

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* Sites reported significantly fewer 11th graders than at other levels. This is due, at least in part, to the career pathways that have often started in grades 9 or 10 but have not yet moved into grades 11 or 12. On the other hand, there are various STW activities for seniors as they prepare for future education or work the following year.

73 Providing equipment or materials

49 Providing space for classes or other activities

12 Other support (please specify) _____

10. Please provide a <u>quick estimate</u> of the percentage of your project's total <u>expenditures</u> that was spent on each of the following during school year 1993-94.

- ❒ General administration of the project ..... 12.8 %
- ❒ Staff development activities ..... 22.5 %
- ❒ Curriculum development and review ..... 12.8 %
- ❒ Equipment or materials ..... 16.6 %
- ❒ Release time for teachers to plan and work together ..... 10.2 %
- ❒ Marketing/promotion ..... 2.0 %
- ❒ Evaluation activities ..... 2.0 %
- ❒ Other (please specify) _____ ..... 14.6 %

11. In addition to STW funds obtained from the state, please indicate other funding sources and amounts received in the past 12 months to help with STW activities. Include other state, local, and federal funds as well as funds that may have been received from private organizations. Don't forget Tech Prep consortium (Carl Perkins) funds that indirectly or directly support your STW effort.

Funding Source	Number of Sites	Total Dollars
Business	3	111,000
District	8	176,200
SLIG	3	79,000
JTPA	2	1,102,500
Carl Perkins	12	358,500
State	5	1,040,000
Tech Prep	14	362,300
Other	7	193,200

12. **Please provide the names of 3 to 5 contact persons and telephone numbers of private or public employers, unions, and community organizations (e.g. Rotary, Scouting, YWCA) who have been particularly helpful in supporting one or more STW activities in your community.**

Organization	Number of times mentioned
PIC	1
Business	23
Community	12
Higher Education	1
Other	16

Thank you for completing the survey.